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ABSTRACT

A brief discussion of a school/life model of career development, designed to provide for elimination of curriculum overlap, consistent evolution and integration of the career education concept, and understanding and communication with participating staff, is presented in this document. Eight elements are listed representing the main factors considered in theories of career development and education: (1) Self awareness, (2) educational awareness, (3) career awareness, (4) economic awareness, (5) decisionmaking, (6) competency/skill awareness, (7) employment skills, and (8) attitudes and appreciations. The following four areas designed as "clusters" are also contained as a guide for using the world of work with the eight elements: Community clusters (e.g., business/manufacturing/construction); USOE 15 occupational clusters; subject matter clustering (math, science, social studies, etc.); and personal clustering (emphasizes the individual's capacities, interests, and opportunities). Appendixes comprise the major portion of this manual. "Career Education: A Practical Approach," by C. Helling, is appended to add dimension to the model overview. Additional appendixes include basic tenets of career education, definitions of the eight career education elements, and clustering concept examples. (BL)

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A MODEL TO IMPLEMENT CAREER EDUCATION

School districts are searching for a model to implement career education that avoids the problems inherent in the models up to now. Models used by states, schools, and USOE career education projects are for the purpose of giving continuity and direction to an entire project when perhaps only a part of it has begun. This causes a dilemna since the models to date all have philosophic problems and inconsistencies when they are examined relative to career education theory. The problem remains then: we need a model to provide for elimination of curriculm overlap, consistent evolution and integration of the concept, and understanding and communication with participating staff.

The model shown here has avoided the known problems thus far and, hopefully can still provide direction and understanding but allow for individual interpretation and accommodation. (See Figure 1.)

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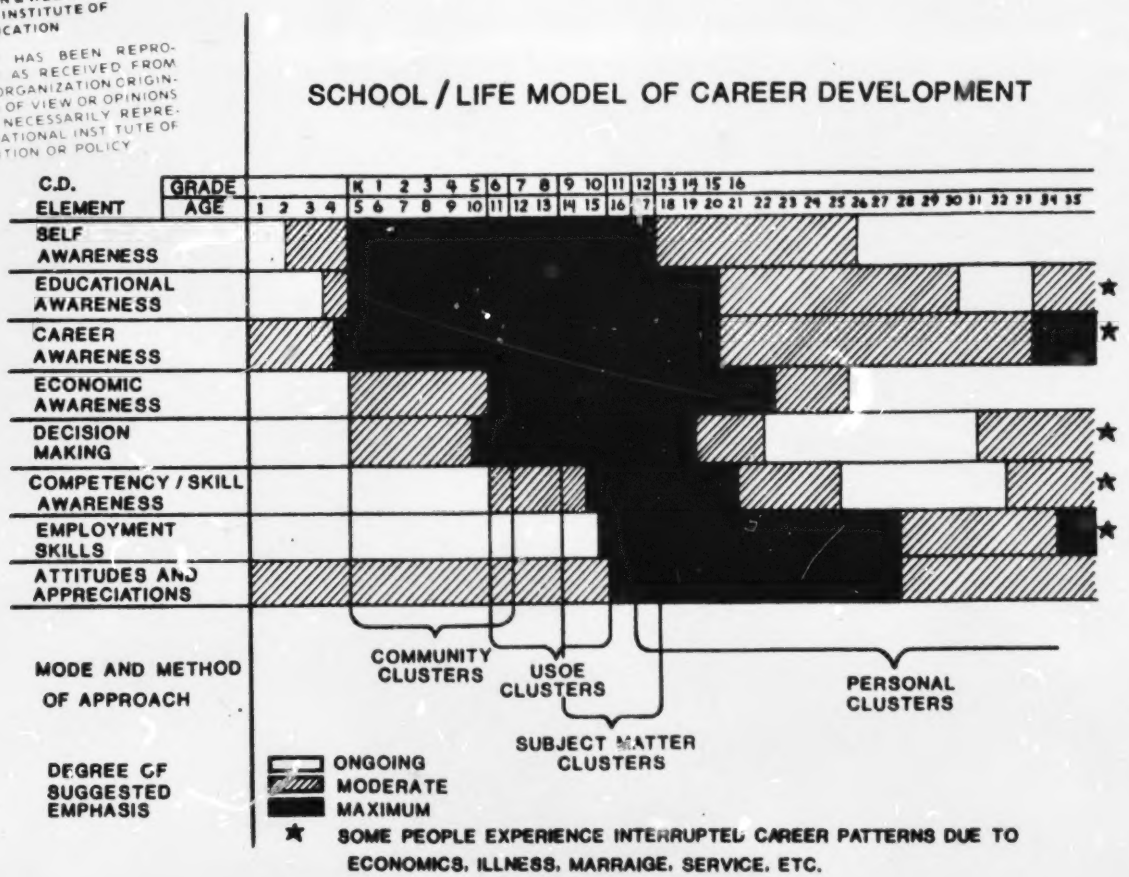
SCHOOL / LIFE MODEL OF CAREER DEVELOPMENT
C.D. ELEMENT
GRADE
AGE
K 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35
SELF AWARENESS
EDUCATIONAL AWARENESS
CAREER AWARENESS
ECONOMIC AWARENESS
DECISION MAKING
COMPETENCY / SKILL AWARENESS
EMPLOYMENT SKILLS
ATTITUDES AND APPRECIATIONS
MODE AND METHOD OF APPROACH
COMMUNITY CLUSTERS
USOE CLUSTERS
SUBJECT MATTER CLUSTERS
PERSONAL CLUSTERS
DEGREE OF SUGGESTED EMPHASIS
ONGOING
MODERATE
MAXIMUM
SOME PEOPLE EXPERIENCE INTERRUPTED CAREER PATTERNS DUE TO ECONOMICS, ILLNESS, MARRAIGE, SERVICE, ETC.

Figure 1

The eight elements listed to the left seem to represent the main factors considered in theories of career development and education. These elements represent scales of learning associated with the "process" definition and use of the term career education.

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They are on a continuum so that the beginning point is represented by the term and the end point (a matter of personal definition) would occur somewhere along the time-line. For instance, self awareness as a factor or element may ideally end in self identity. Where on the continuum this would occur, we don't know. What we can suggest, however, would be the relative emphasis each element should receive as evidenced by teacher definition and student maturity.*

We, then, are not suggesting any goal except the general one contained as the semantic differential of the element.

This model contains four areas designated as "clusters." These are included to provide for continuity relating to the "content" of career education and to prevent needless overlap. As the "elements" are an index to the "process" of career education, the clusters define the parameters of working relationships with the "content" of career education. It is, in other words, a guide for the use of the world of work when dealing with the eight elements. The starred portion represents renewed emphasis in later life as circumstances dictate.

Brief explanations of the four "cluster" areas are:

1. Community Clusters

   Awareness and exploration activities as well as the humanizing functions of career education should utilize the community in the early years. To build upon familiar and comfortable involvements and people seems most logical for K - 6. The lower level jobs and concurrent life styles in perhaps four general areas located in most communities are recommended.

   A. Business/Manufacturing/Construction
   B. Environment/Agriculture/Science
   C. Public and Personal Service
   D. Health and Homemaking

2. USOE 15 Clusters

   A more formal approach to exploration utilizing the 15 clusters and the grouping related to federal and manpower data seems appropriate in about grades 6 - 10. There is no intention here to have students select a career or even a cluster that represents thousands of careers; rather, it is hoped they could become familiar with the clustering approach and overall "world of work" through these years.

3. Subject Matter Clustering

   This approach emphasizes the relationship of the subject of math, science, social studies, etc., to careers and life styles. In this way the content of careers is integrated with the "content" of the subject.

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* A note on the suggested emphasis: It is felt that there is some personal ongoing level that never lessens. From that as a base point, interpret moderate and maximum on the chart for each individual involved.

4. Personal Clustering

This approach emphasizes the individual's capacity, interests and opportunities. It may continue indefinitely, changing and rechanging, and may or may not overlap with the three previous systems. This process of developing a "personal" cluster of potential careers, probably begins very early in life. Little in terms of planning can be initiated until high school, however. It is for this reason that the graph lists only eleventh and twelfth grades for beginning involvement in this area. People in career education are frequently criticized for emphasizing "a job" at too early an age. While students may be forming ideas and attitides about "their" personal cluster from kindergarten on, we choose to list on the chart only the practical aspects of this clustering which may well involve interaction with parents, teachers, peers, and counselors.

Note: To add dimension to this model overview, it is suggested that you read Career Education: A Practical Approach, C. Helling.

Note 2: Other appendixes are included for further clarification should the reader desire it.

APPENDIX 1

CAREER EDUCATION: A PRACTICAL APPROACH

C. Helling

INTRODUCTION

I feel there is a great need to define career education in practical terms. This paper will endeavor to report the concept as it has evolved through its use by academic teachers over the last several years. There is, of course, a security and power in "reporting" what is being used by math, science, social, English, and other non-vocational teachers across the country, for the implication is that it works! It does indeed work to help teachers teach more math, science, social, English, etc., and that is why it is steadily growing as a practical concept to help teachers achieve "their" goals of education.

CURRENT STATUS

A continuum of practical use is associated with the career education movement. This diversity of application by practitioners is the result of political, economic, and various other vested interests that affect national movements. Vocational educators, for instance, adopted the name in some quarters hoping for more visibility, manpower (labor department) defined the term to adapt to their needs and so on and on. What we have is several definitions (accurate and operable according to the needs of the definer) that are legitimate. A more viable approach to definition may be to determine which interpretation enjoys the widest acceptance and use by teachers as a way to discern a working definition. To clarify, refer to Figure 1 which shows various interpretations of the concept from (A) narrow content based to (D) process based.

Continuum of Definitions for the Career Development Concept
Figure 1

Explanation of Figure 1

A. This approach may be termed the narrowest and the emphasis is mainly on content -- "Career education is vocational education," "a unit in science or math that reviews the jobs related to science or math," "a skill taught for a job."

B. This approach is content based but integrated into academic subjects. "Paid work is central to life." "Content should be related to paid work and the skills of the working world." "Teach the world of work."

C. Here the process of career development is utilized as a "context" or "setting" for human development. "Paid or unpaid endeavor relates to identity," "Workers (humans) are a vehicle to reality test academic content."

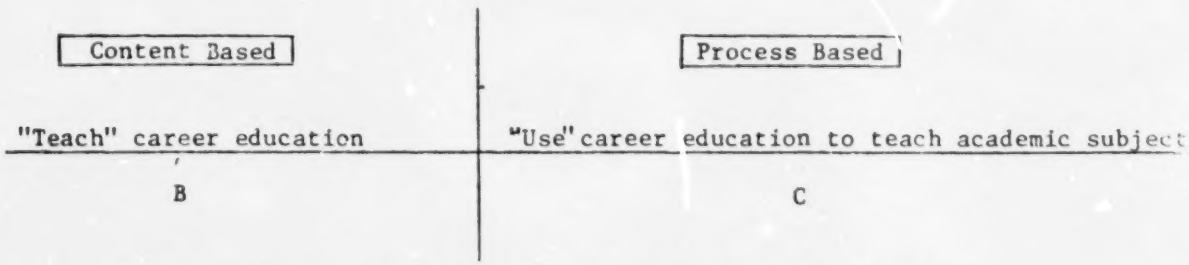
D. This point represents theoretical projections and philosophy relating to the career development concept. "College level or abstract extrapolations of the theory and how it might be given philosophic constructs and/or utilized."

A Practical Definition

C above is the approach that the author would estimate 90 percent of the educators in career education utilize. It is the approach that will be expanded upon in this paper. B and C above represent the two approaches that practically offer some good comparisons. B (content of world of work centered) is "work" centered in that its goals include academic teachers accepting and teaching content called "jobs," skills of jobs, philosophy of work, practical job application of their subject content, attitude of workers, etc. In spite of surface validity, this approach is very difficult to "sell" to academic teachers, for they are not committed to the world of work content but rather to "their" subject matter content. They often plead that it isn't their responsibility and they are all filled up (in time) with their own subject matter. This argument is accepted as having a good basis in truth. However, for those that want to be credited with "doing" career education but not with taking much of their time or doing any homework on the concept -- B is a perfect approach. They can inject a two-day "unit" on occupational information and call it career education. A principal who has done equally little research often accepts this as "career education" and understandably marks it down as "no big deal."

Conversely, C above refers to a method (process) of reality testing and humanizing that allows teachers to teach more of their subject content. Once understood, this is easy to "sell," for teachers generally believe in the area they teach and if we can show them a way to teach more of it (motivate their students) they buy and use it! (See Appendix I.)

In summary, then refer to Figure 2.



Two Practical Applications of the Career Education Concept
Figure 2

A MODEL OF USE

We will proceed to explore C above as the practical model of career education use in the field. It involves the process of career development rather than content of careers as a base. We all know what "content" means in reference to the world of work but "process" needs explanation. In this context we refer to the development of identity. Identity is gained by "doing," "thinking," and "feeling" and by receiving feedback from our peers. If we accept the feedback as supportive of what we perceive ourselves to be, we continue the activity or involvement. If the feedback is negative (according to our own idea of self) we alter the behavior until it jibes. This may be generally known as self development or identity seeking endeavor.

Why is work an index to identity? Because we are what we do. The author is at a loss to define another person unless he does so in terms of what he/she does. Remember here (in definition "C") we are concerned with all identity endeavors, whether it is rewarded in money or in psychological terms. This opens up all activities as contributing to a life style and an identity that fits that style. Certainly paid

work is a most important aspect of identity (to some even most important, perhaps) but by no means is it the sum total of what a person is. By the same token, try to introduce someone or converse at any level without knowing what another does in terms of career. It's most uncomfortable until you know his/her work (paid or unpaid). With that knowledge comes a general understanding who the person is in terms of status, power, salary, ideas, ideals, and so on. To summarize, we are saying that the process of becoming whoever we are is basically a process of doing. It is a process of identity seeking endeavors that adjust and change exactly in proportion to the growing changing image of ourselves. This process is exhibited by our repeated behavior that is accepted by us as being reflective of who we think we are. The ever-growing course we are adjusting to is generally known as human development. Before now we have not had a context, a setting, a frame of reference to give dimension to this nebulous concept called human development. We now have one in career development concept. It furnishes the necessary associations in reality so we may establish the correlation to human development in terms of real humans living out real life roles through what they do. The total of all their endeavors would be one way of defining life style.

Definition of Career Development

Career development is the process of integration of self and society through work, paid or not, lasting one's entire life.

Goal of Career Development Concept and Education

It's our purpose in education to harness this identity seeking activity and motivate students to learn subject content by relating it to reality through real people living out their own roles. Work is all around us, it is practiced by all; it is non-threatening for people to discuss and share when it is in the context of their life style. What we do is the best possible insight into who we are, yet it is the easiest to get at. We demonstrate it openly and welcome a chance to explain discrepancies between who we "really" are and what we seem to be by what we do.

We are all working daily to become whatever we are to become. The process as observed is called life style by many. By definition, we never can actually become, because we are always in the process of becoming. Therefore this process becomes the real part of us that we must look at, explore, and ultimately accept as who we are at any given moment. This process is common to all of us and, since we can understand this by human examples all around us, it becomes something students can relate to. In effect it represents all alternatives and models of various life styles students may opt for. Part of our job as educators is to explore the alternatives that students have to choose from. Another part of our job is to provide life skills to achieve the alternatives they choose and seek.

What Is Career Education?

Career education is the utilization of the process of career development (demonstrative of human development) to provide a setting for and a checking of the subject matter taught in school.

A New Definition of Learning Related to Career Education

In defining learning modes for this discussion, it is suggested we take Bloom's* three domains of affective, psychomotor, and cognitive and consider them in relation to learning. Let us separate the three learning modes from the subject content that is the stuff of learning rather than the process we wish to define here. A fair statement to evolve might be: People learn life skills (subject content) through the affective, psychomotor, and cognitive domains. A simplified sentence may read: People learn through doing, thinking, and feeling.

If you accept the above, let us proceed to an alternative in education that career education facilitates. This alternative allows for accurate feedback to students on their capacity (or content learning) while still allowing for success relating to their self concept. We first separate the subject content from the modes of learning and accept both as bases to value. In other words, we value (with grades, etc.) the process or route as well as the destination. This is legitimate, for the three modes of living (and learning) of doing, thinking, and feeling are life skills to be learned, polished, accepted, and used as well as the subject content of class that is learned through them. In fact, the subject content of any class is both contingent on its being learned and its being used by the students' doing, thinking, and feeling. If these processes are inextricable from living out any results of learning and, indeed, presuppose the learning itself, why is it not worthy of being valued in our schools as a part of every class?

The process has always been important to educators in communicating their message. The suggestion here is that that process be recognized as vital to the whole course of living and learning and therefore should be valued along with the content of math or business subjects or art or any other. Career education concept has become the vehicle to implement this philosophy.

Content learning is but one factor to test and grade. If we use modes of doing, thinking, and feeling to teach that content, we can also provide feedback to students on these process talents. This is accomplished through field trips, guest resources, field interviews, roleplaying, and other techniques associated with career education. We get to real people by using the vehicle most closely associated with their identity; their work. This may or may not be paid (money) work, but qualifies on the basis of being an identity endeavor. The beauty of this is that if we recognize all three modes for reward, as well as content learning, we potentially can give every student positive feedback (since they all possess doing, thinking, and feeling capacities in varying amounts) that directly relates to their self image.

This also directly relates to needed life skills of both the content of the subject and the awareness of the life skills involved in knowing the capacities locked into these three processes.

The basis of this concept is simply to suggest we value the means by which we teach (students learn) as well as the end product or data learned in terms of subject content. The justification for this approach is that we are engaged in self development as well as knowledge transfer. The modes we use to teach become life skill tests (and subsequently life skill tools, hopefully) as well as the actual content learned. Where might we test these skills? How do we relate this humanly to reality? The answer to both questions is through career education.

By separating content and modes, and valuing each, we allow feedback to students on a broader, more life oriented basis. We thereby reduce the occurrence of total failure, increase success chances, and retain accurate feedback to students. This is legitimate, for we use the means we learn in school as well as the data learned there. School then becomes a concept, not a place, and life skills become practical as well as factual.

How Is This Done?

The author has but two goals for all educators, whether it be a teacher and her class, parents and their children, a volunteer working with handicapped, a presentation at Lions Club, or whatever:

Goal 1. Teach whatever content it is you are responsible to be teaching.

Use any technique or strategy but teach the skills or the content or the philosophy as you see fit.

Goal 2. Relate what has been taught to life and living of the student.

Numerous studies have shown that if the material learned has no significance or relationship to the student, it will be quickly forgotten! A question to honestly ask yourself is this: Is what I am teaching ever going to be of any value to the students I am teaching it to? The author might add here that while some educators may have asked the question, it was directed at themselves and they affirmed their needs rather than student needs by answering in the affirmative. Career education model takes it out of our hands and allows all types of people to have input to an answer. How? (See Appendix II.)

Goal one above cannot be aided directly by career education, as it is represented here. We are concerned in goal one about teaching subject content. We are defining career here in terms of "process." The explanation simply is that the A and B definitions regard careers as content and may apply if we are exploring definition A or B or career content. The C definition (the one expanded upon here) considers the processes of career development being demonstrative of human development and is used to teach subject matter content. Human development is a universal goal of educators. Goal two can be aided by the concept. It can answer the question posed above not by the teacher who asks it, but rather by humans that are representative of the whole population we serve. By using career identity (paid or unpaid endeavors that lend to self identity) to relate subject matter to people, we get feedback on reality that we otherwise would miss for want of a vehicle to do so. By using field trips, role playing, simulation, field interviews, guest resources, and all the other reality-based career activities, we humanly relate subject content we teach to real people doing real things. We get to these people on a vast identity network known as careers. "Careers" being almost synonmous to humans for only humans have careers.

In the bargain, we offer students unlimited alternatives regarding life styles. These life styles are across the board in relation to various capacities in affective, psychomotor, and cognitive domains. In other words we, by arranging to relate our subject content (math, science, social studies, English, art, business, music, etc.) with real people across the whole range of ability, are in effect allowing for the full range of models to be appreciated by students. This is logical, for we have the full range of students in our classes and all deserve alternatives that spell success to them in particular. When we consider success in terms of models that account for the full range of endeavor we tune in all students to relate to the subject content we are teaching.

Sometimes we may receive answers back from this reality testing activity that conflicts with our view of reality. It is not suggested that the observation or opinion or perception expressed or viewed through the activity was more or less valid than the teachers! It is suggested that the feedback is the important element, not only healthy and allowing for growth, but something we never had access to with the old system. The teacher had better get the facts, whatever they are, in order to retain credibility with his/her students. This pressure to change and account for bits of reality by curriculum change is probably the greatest dividend career education can contribute to relevance in our schools.

The Teacher's Role

The teacher is a factor of reality. A narrow, academically oriented view of reality often is their handicap. The responsibility of defining all of reality (and subsequent student needs based upon it) seems overwhelming as a duty of each teacher. In fact, the author knows of no one with massive enough ego to accept that role when stated this way. It is an awesome responsibility whatever the definition. By way of clarification of the educator's role, the author would review the teacher's tasks as follows:

A. Perceive reality in total/separate out relevant parts

B. Analyze reality in terms of human needs of students to cope with the reality perceived then translate the needs into the area of their subject matter specialty.

C. Prescribe life skill stuff in the form of math or science or whatever content they teach.

D. Teach it/motivate students to learn it.

E. Test to see if it's been taught.

F. Give feedback to students.

This is oversimplified, of course, but for the limited purpose of this paper, it is hoped it is not offensive to the reader. Career education concept aids in A above. We get help from the whole range of humanity. How do we get to reality? Through humans. How do we get to these humans? Through his/her work, paid or unpaid. Why the work? Because it is the closest identity hook we have going for us. It therefore also offers us the greatest identification by students. Evolution has lessened the impact of nationality to give identity (we are almost all mixed bloods). The same can be said of political affiliations -- with differences between parties lessened, more opt to be independent. Religion no longer offers identity since most have similar codes and procedures. It comes down to a simple equation: What we are = what we do. If you aren't convinced, try to remember when you met a stranger last and what the first thing was that you wished to know about that person. Chances are that you wanted to know what he/she does, for with this knowledge you have a great deal more insight to values, life style, and economic status.

An added benefit may be called the "correction" feature for teachers. Many teachers (like anyone else) get overzealous about a particular cause or movement because of their values and/or conditions they find themselves in. Given no "correction" factor for what balance reality places on this movement or idea, they may go out on a limb advocating "their" thing. While this is not always a bad thing (change occurs through commitment and action) it is misplaced in school since our job is to provide life skills across the spectrum of human need. Often an inappropriate amount of time (according to its function and importance in reality) is given to emotional topics of the day. Reality testing gives feedback and can lend balance to the perceptions students have relating to school, human beings, and all reality that applies to them.

A Practical Example

An example here may stress the points given so far. A social studies class seeks to teach government. The curriculum is direct and gives information and procedures for everything from electing an official all the way to passing a bill. It ends with the usual admonition to "be a good citizen -- understand, participate, and vote!" While this is fine, few students relate to it. Although it is obviously relevant

material and even if it has been taught well, we haven't fulfilled the second goal of education: "relate it to the life and living of the student." Using career education concept, it is logical and easy to do. How?

Think of the people who have careers related to government (paid or unpaid)

A. Mayor

B. Council (city, urban, etc.)

C. Various committees

D. Police, firemen, postal

E. Congressmen, pages

F. Candidates -- managers

G. Judges/lawyers

H. Advertising and promotion

I. Speech writers

J. City manager

K. Voters -- candidate volunteers

L. Secretaries

M. Clerks

N. Social workers

O. Maintenance workers

P. Federal and state program superintendents of water, transportation, agriculture

Q. Etc.

The above are some of the people that serve as a link to the "lifeless" curriculum. We get in touch with those people through career education activities (field trips, volunteerism, guest resources, etc.) and answer the critical question: Is what we are teaching ever going to be of any value to the students we are teaching it to? These people (represented by their identity endeavor above) will help us answer that question!

In addition (by definition), we will come in contact with the whole range of capacity and involvement. Every student, no matter what his or her talents (or lack thereof) can identify with someone like they may become. We therefore have related curriculum to every student through a potential model. Here we have the answer to the student question: Why do we have to learn this stuff? When would we ever use it? -- For we are in contact with real people (like they may become) who do use it!

We also offer alternative life styles and involvements that all students may identify with. We have associated this humanizing process with the curriculum we seek to teach. It is no wonder teachers who have successfully used career education techniques state that the students are more motivated to learning as well as the fact that the teacher gets more of the curriculum taught. The two go well together!

Summary

In summary, it is acknowledged that educators seek to teach "their" subject content for they feel it can offer real help for students to cope with the reality we eventually must send them out to face. In fact, we pledge to prepare kids for that reality as a primary goal of education. How can we claim to account for that reality through our teaching and be unwilling to get in touch with it? The conclusion the author has drawn is that we can't avoid the whole range of reality factors including prejudice, pollution, greed, corruption, starvation, discrimination and the rest in deciding on life skill curriculum to allow kids to cope. We must take all of reality as it is! If we do not we have shirked a major

responsibility we have to the future generation. In education we are caught in a system that allows little check on process or product. We are caught in a system that employs a narrow academically valuing group of workers. In this context and in this situation, the teacher utilizes his/her own values to project goals for the student and decide on the curriculum to reach those goals. The fact of the matter is that few of us will achieve through a cognitive mode. By setting that as a model of excellence, we sentence the majority of students to failure perhaps because of no more than an accident of heredity.

By using the people-involving approaches of career education, we humanize content and relate it to real people in a real world. The whole range of utilization and involvement with the content is coupled with the whole range of humanity, which of course we have in every normal class. We offer different definitions of success based onreality factors, not on our dreams (and standards) of success. We, by providing a context for reality testing do also orient students to the content parts of career education, namely jobs and skills and subsequent life styles. While this may not be an original purpose of the "C" definition above, it cannot be denied as a related benefit. (So you see here we accomplish some of the content based definition in spite of not aiming for it.)

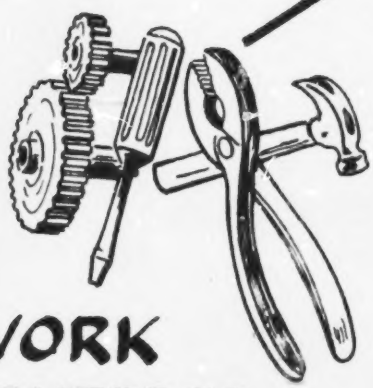
Finally, we are offered feedback on reality through all different perceptions. With this better input (because it is related to the entire range of student) we prescribe life skill material (curriculum) with a higher degree of accuracy and with far more confidence. We are allowed feedback (via this people contact through their careers system) that allows adjustment and change in curriculum efficiently. In fact it is a closed system where change is automatic.

In Montana after a three-day workshop on career education, an unconvinced teacher confronted me with an interesting question: "We have great problems in government, depression and recession, cheating and lying, prejudice and discrimination, pollution, etc. Now, if we stop paying attention and giving encouragement to the top academic students, (supposedly he interpreted career education as doing this) who is going to solve these terrible problems?" While I was thinking of an appropriate response, an irate classmate stood up and shouted, "Who the hell's been in charge up to now?" It is true our record is not the greatest. It may well be time for a change to a system that values total humans, even those that are different from us.

> For too long we have said things like "All work has dignity," "all jobs are worthy," "all productive labor is good," This is not true! There are rotten jobs, degrading work, and unrewarding labor. This new concept (career education) teaches that people have dignity, people are all worthy, and people are good. Just think -- we have a chance here to change our value system in favor of humans and their need. If people are good and worthy, then whatever they do (a job) will be a demonstration of this worth and dignity. C. Helling -- From a speech to the New Hampshire Vocational Association, April 27, 1973.

*Bloom, B.S. Taxonomy of Educational Objectives, New York, David McKay and Co., 1956.

CAREER EDUCATION EMPHASIS



WORK CENTERED

WORKER CENTERED

CONTENT

- Work ethic
- Jobs and occupations
- Salable skills

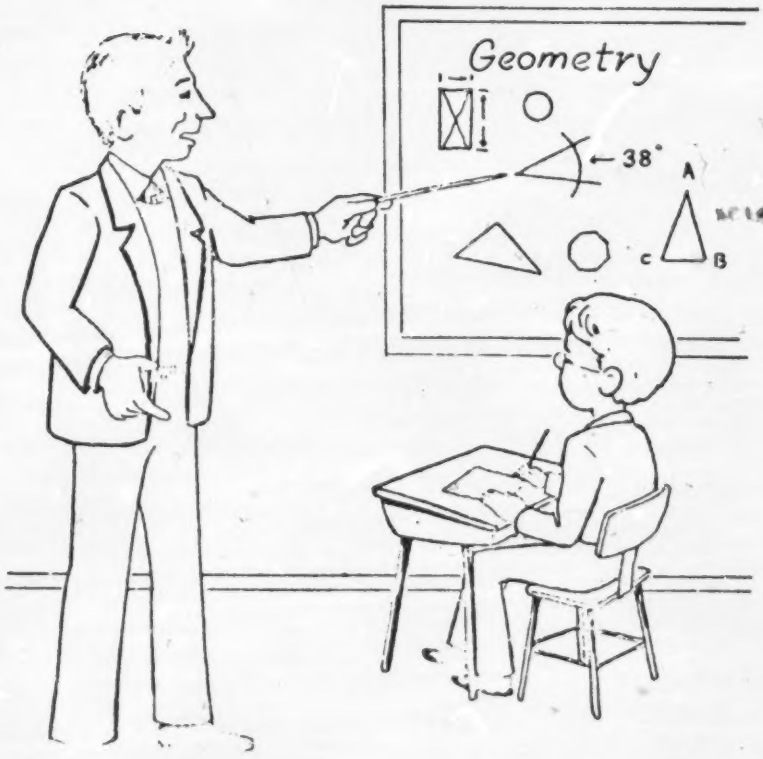
PROCESS

- Career development = human development
- Model to test reality
- Human relationship to subject content

MATURE CAREER DECISIONS

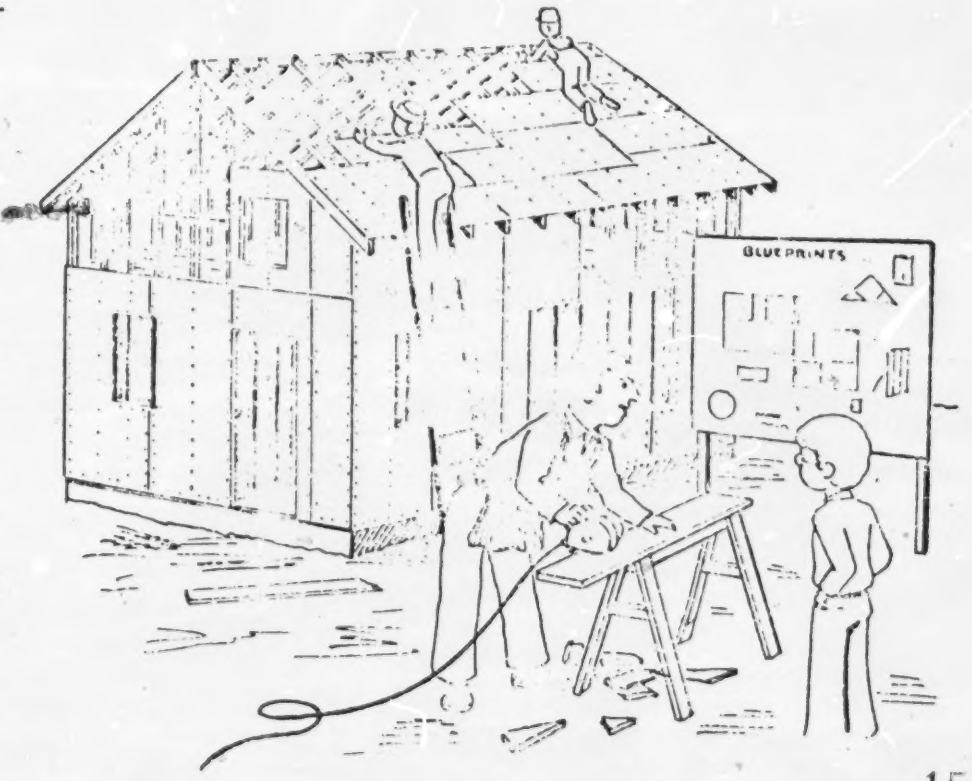
GOAL 1

TEACH THE SUBJECT



GOAL 2

RELATE THE SUBJECT TO LIFE AND LIVING OF STUDENT



APPENDIX 2

BASIC TENETS OF CAREER EDUCATION

1. Career education is a comprehensive educational program focused on the world of work. It begins with the entry of the child into a formal school program and continues into the adult years.

2. Career education is appropriate for all students, regardless of their post-secondary goals.

3. Career education is appropriate for the entire school program in interaction with the resources of the community.

4. Career education should be infused in the school curriculum rather than providing discrete, high-profile career education blocks forced into the curriculum.

5. Career education provides a vehicle for reaching all students and for valuing student efforts in the cognitive, psychomotor, and affective domains.

6. Career education can unite the student, parents, schools, community, and employer in a cooperative education venture.

7. Career education provides the student with information and experiences representing the entire world of work.

8. Career education supports the student from initial career awareness, through career exploration, career decision making, career preparation, and career placement, and provides for follow-through and re-education, if desired.

9. Career education is broader than vocational education; but vocational preparation is an integral and important part of a total career education system.

CAREER EDUCATION ELEMENTS

1. SELF AWARENESS -- The knowledge of self that will enable an individual to make decisions.

   The ability to:
   - describe one's own current abilities and limitations
   - relate one's interests, aptitudes, and achievement to the realization of one's career aspirations
   - use and understand the concept of "role"
   - understand and accept uniqueness of self and past and future change
   - understand the relation of self to values
   - understand the environmental forces which shape one's development
   - understand the importance of self goals based on self-knowledge
   - describe one's own current interests and values

2. EDUCATIONAL AWARENESS -- The relationship of education to one's career and life roles.

   The ability to:
   - understand that learning occurs in and out of school
   - recognize education as part of total career education
   - realize different careers need different kinds of educational preparation
   - recognize education as the primary means for achieving life goals
   - recognize the building process in education and its implications on career decisions

3. CAREER AWARENESS -- understanding of the characteristics of the world of work that determine one's life career decisions.

   The ability to:
   - understand the variety and complexity of careers
   - identify preparation characteristics for various careers
   - understand the relationship of careers to social goals, functions, and needs
   - understand the relationship of one's career to one's life style
   - view careers from a non-sexist, non-traditional stance
   - understand that career involves progressive stages of preparation

4. ECONOMIC AWARENESS -- Relationship of the economic processes in the environment to one's life career decisions.

   The ability to
   - relate one's career roles to one's lifestyle and personal economics
   - recognize the social and economic benefits of careers
   - recognize non-occupational means of acquiring wealth
   - relate personal economic status to social economy

5. DECISION MAKING -- The skill of applying one's knowledge to a rational process of career choice.

   The ability to:
   - relate career goals to the process of making career decisions
   - identify, gather, and apply information
   - identify and select alternatives and use them in making decisions
   - determine the potential for future success in one's chosen occupation

6. BEGINNING COMPETENCY AND SKILL AWARENESS -- Awareness and acquisition of the skills necessary in the performance of tasks related to one's career.

   The ability to:
   - implement planning and process skills such as the ability to identify objectives, specify resources, outline steps of action, perform the steps, and evaluate the action.
   - identify tools required for tasks in business, industry, and commerce
   - identify the interpersonal relationships involved in various career roles
   - perform basic-entry level tasks on a preparatory level
   - acquire in-depth skills for entry into relevant occupation(s)

7. EMPLOYABILITY SKILLS -- Social and communication skills appropriate to career placement.

   The ability to:
   - understand the implications of working in independent, team, and supervised situations.
   - relate one's interest and aptitude information to occupations
   - understand basic work habits and attitudes necessary for entering occupations of one's interest

8. ATTITUDES AND APPRECIATIONS -- One's feeling towards the social and economic environment in relation to one's life roles.

   The ability to:
   - recognize one's responsibilities in accepting a job/task
   - recognize the bases of work values
   - recognize differences in the environment and the ability to be tolerant and flexible

ORGANIZATIONAL CLUSTERING CONCEPT EXAMPLES

APPENDIX 3

HELLING AND HALE

Agriculture, Fishing, Forestry, Environmental, and Ecology Occupations

Distribution, Education, Entertainment, Managerial, and Business Administrative Occupations

Health, Medicine, and Related Occupations

Home Economics and Personal Home Service Occupations

Clerical, Business, Office, Law, Communications, Public Service, and Transportation Occupations

Skilled, Technical, and Engineering Occupations

H.E.W.

Agri-Business and Natural Resourses

Business and Office Occupations

Communication and Media

Consumer and Homemaking (Related Occupation)

Construction

Environmental

Fine Arts and Humanities

Health

Hospitality and Recreation

Manufacturing

Marine Science

Marketing and Distribution

Personal Services

Public Services

Transportation

OREGON

Mechanical and Repair Occupations

General Clerical Occupations

Basic Marketing Occupations

Agricultural Occupations

Food Service Occupations

Construction Occupations

Secretarial Occupations

Electrical Occupations

Social Service Occupations

Graphic Arts Occupations

Health Occupations

Metal Workers Occupations

Bookkeeping and Accounting Occupations

Wood Products Occupations

WYOMING

Agriculture Production and Related Occupations

Construction Occupations

Distributive Occupations

Electricity-Electronic Occupations

Family and Community Service Occupations

Graphic Communications Occupations

Health Occupations

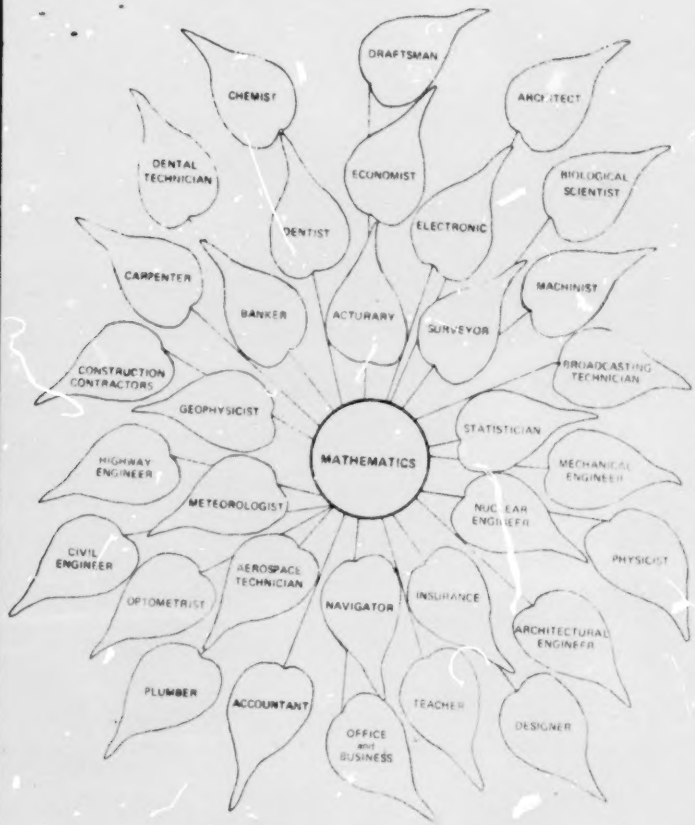
Hospitality Occupations

Metal Processing Occupations

Office Occupations

Transportation Service and Repair Occupations

APPENDIX 4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CHEMIST
ARCHITECT
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ECONOMIST
BIOLOGICAL SCIENTIST
DENTIST
ELECTRONIC
CARPENTER
MACHINIST
BANKER
ACTUARY
SURVEYOR
CONSTRUCTION CONTRACTORS
BROADCASTING TECHNICIAN
GEOPHYSICIST
STATISTICIAN
HIGHWAY ENGINEER
MECHANICAL ENGINEER
METEOROLOGIST
NUCLEAR ENGINEER
CIVIL ENGINEER
PHYSICIST
AEROSPACE TECHNICIAN
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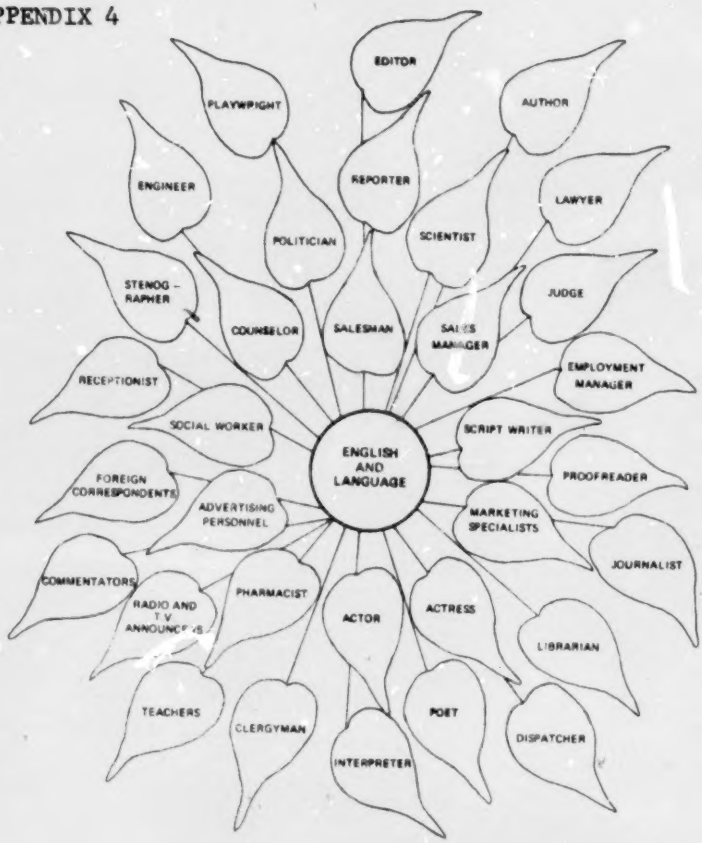
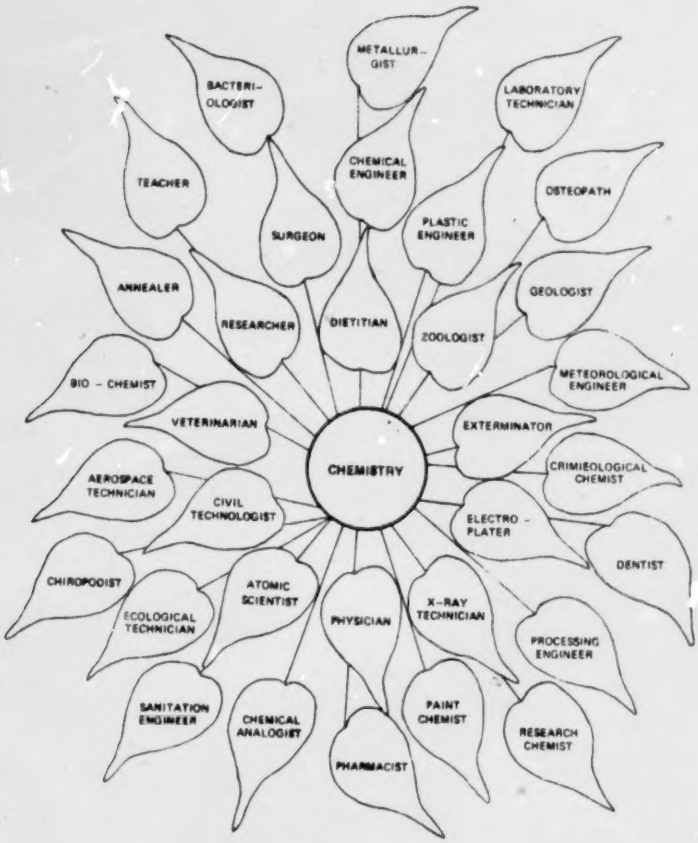
NAVIGATOR
INSURANCE
ARCHITECTURAL ENGINEER
PLUMBER
ACCOUNTANT
TEACHER
OFFICE and BUSINESS
DESIGNER


ENGLISH AND LANGUAGE
EDITOR
PLAYWRIGHT
AUTHOR
ENGINEER
REPORTER
LAWYER
POLITICIAN
SCIENTIST
STENOG-RAPHER
JUDGE
COUNSELOR
SALESMAN
SALES MANAGER
RECEPTIONIST
EMPLOYMENT MANAGER
SOCIAL WORKER
SCRIPT WRITER
FOREIGN CORRESPONDENTS
PROOFREADER
ADVERTISING PERSONNEL
MARKETING SPECIALISTS
JOURNALIST
COMMENTATORS
PHARMACIST
RADIO AND T.V. ANNOUNCERS
ACTOR
ACTRESS
LIBRARIAN
TEACHERS
CLERGYMAN
POET
DISPATCHER
INTERPRETER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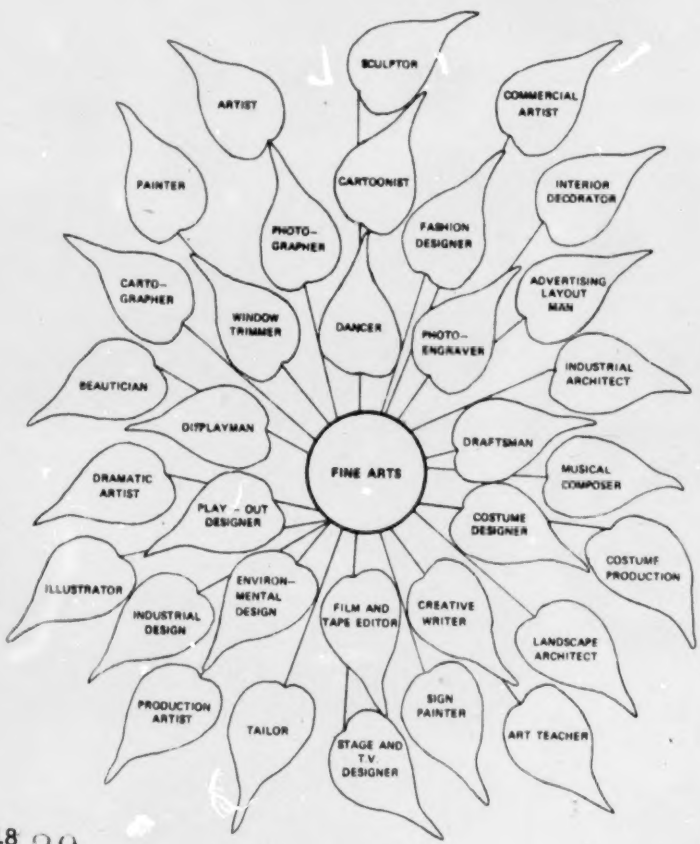
BACTERIOLOGIST
LABORATORY TECHNICIAN
TEACHER
CHEMICAL ENGINEER
OSTEOPATH
SURGEON
PLASTIC ENGINEER
ANNEALER
GEOLOGIST
RESEARCHER
DIETITIAN
ZOOLOGIST
METEOROLOGICAL ENGINEER
BIO - CHEMIST
VETERINARIAN
EXTERMINATOR
AEROSPACE TECHNICIAN
CRIMIEOLOGICAL CHEMIST
CIVIL TECHNOLOGIST
ELECTRO - PLATER
DENTIST
CHIROPODIST
ATOMIC SCIENTIST
ECOLOGICAL TECHNICIAN
PHYSICIAN
X-RAY TECHNICIAN
PROCESSING ENGINEER
SANITATION ENGINEER
CHEMICAL ANALOGIST
PAINT CHEMIST
RESEARCH CHEMIST
PHARMACIST


FINE ARTS
SCULPTOR
ARTIST
COMMERCIAL ARTIST
PAINTER
CARTOONIST
INTERIOR DECORATOR
PHOTO-GRAPHER
FASHION DESIGNER
CARTO-GRAPHER
ADVERTISING LAYOUT MAN
WINDOW TRIMMER
DANCER
PHOTO-ENGRAVER
BEAUTICIAN
INDUSTRIAL ARCHITECT
DISPLAYMAN
DRAFTSMAN
DRAMATIC ARTIST
MUSICAL COMPOSER
PLAY - OUT DESIGNER
COSTUME DESIGNER
COSTUME PRODUCTION
ILLUSTRATOR
ENVIRON-MENTAL DESIGN
INDUSTRIAL DESIGN
FILM AND TAPE EDITOR
CREATIVE WRITER
LANDSCAPE ARCHITECT
PRODUCTION ARTIST
TAILOR
SIGN PAINTER
ART TEACHER
STAGE AND T.V. DESIGNER

PHYSICS
ARCHITECT
DRAFTSMAN
NAVIGATOR
CIVIL ENGINEER
NUCLEAR ENGINEER
FORESTER
ARCHITECTURAL ENGINEER
OPTHALMOLOGIST
OPTOMETRIST
PHARMACIST
GENETICIST
LITHOGRAPHER
ATOMIC PHYSICIST
PHYSICAL CHEMIST
ELECTRONICS ENGINEER
VETERINARIAN
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AERONAUTICAL ENGINEER
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INSTRUMENTATION TECHNICIAN
OBSERVER
METEOROLOGIST
HYDRAULICS TECHNICIAN
STRUCTURAL ENGINEER
COMMUNICATIONS TECHNICIAN
EXCAVATION TECHNICIAN
POLLUTION RECYCLING TECHNICIAN
PREFABRICATION TECHNICIAN
LAND RECLAMATION TECHNICIAN

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HEALTH ENGINEERS
OSTEOPATH
HEALTH EDUCATOR
HEALTH STATISTICIAN
SPEECH AND HEARING TECHNICIAN
OCCUPATIONAL THERAPIST
PHYSICAL THERAPIST
RECREATION LEADER
CHIROPRACTOR
SOCIAL WORKER
TEACHER
SPORTS WRITER
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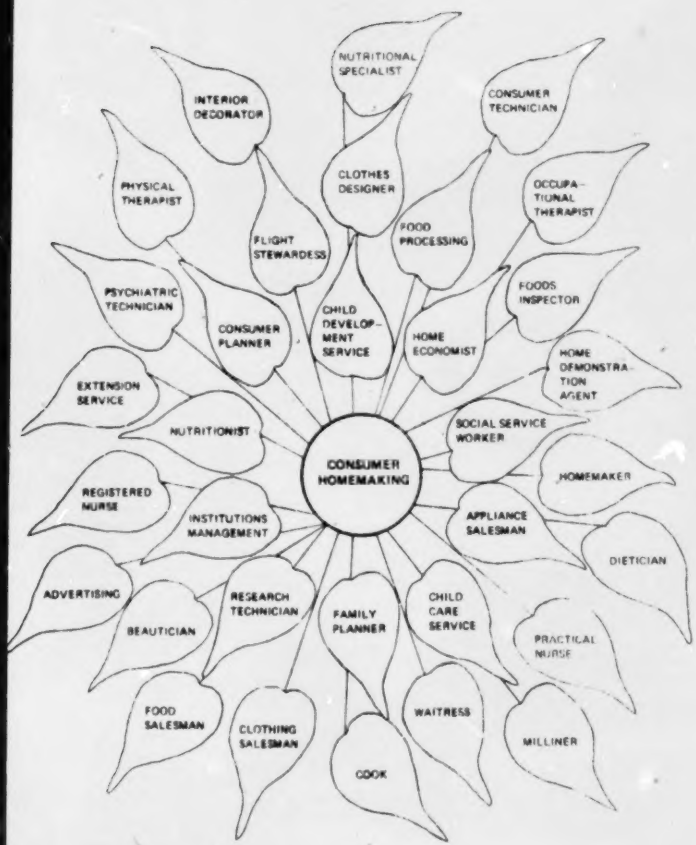
PROFESSIONAL ATHLETE
PRACTICAL AND R.N. NURSE
CAMPGROUND SUPERVISOR
BACTERIOLOGIST
INSTITUTIONAL DIRECTOR
HEALTH HYGIENIST
SANITARY AIDE
PARK MANAGEMENT
COMMUNITY RECREATION SUPERVISOR
SPECIAL NEEDS TECHNICIAN
ENVIRONMENTALISTS
RESEARCH TECHNICIAN
HEALTH AIDE
ECOLOGICAL MONITOR
HEALTH INSPECTOR
COACH
REFEREE
LIFEGUARD
MODEL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FLIGHT STEWARDESS
FOOD PROCESSING
PSYCHIATRIC TECHNICIAN
FOODS INSPECTOR
CONSUMER PLANNER
CHILD DEVELOPMENT SERVICE
HOME ECONOMIST
HOME DEMONSTRATION AGENT
EXTENSION SERVICE
NUTRITIONIST
SOCIAL SERVICE WORKER
REGISTERED NURSE
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APPLIANCE SALESMAN
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RESEARCH TECHNICIAN
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CLOTHING SALESMAN
WAITRESS
MILLINER
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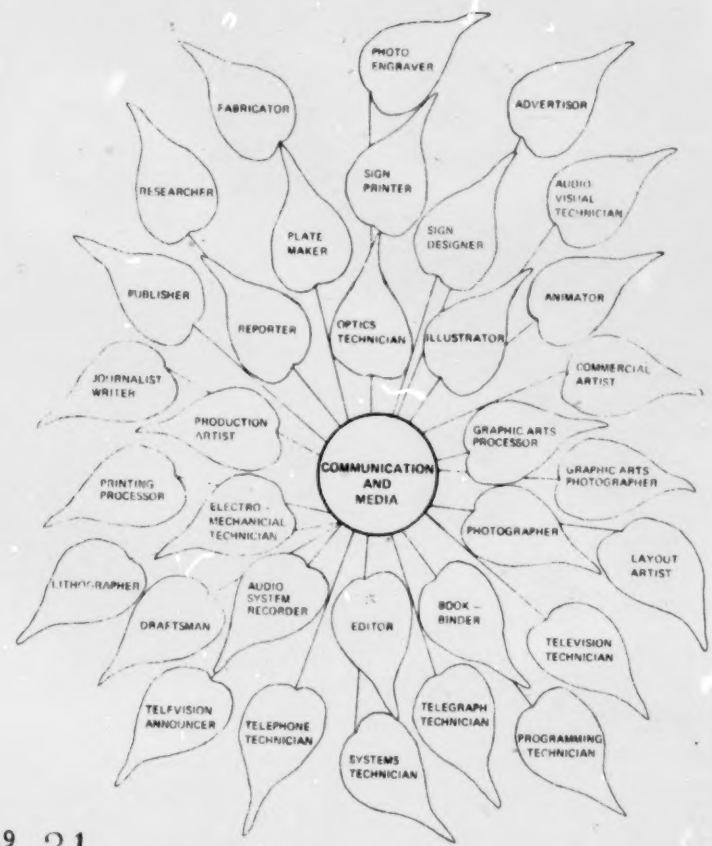
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ADVERTISOR
RESEARCHER
SIGN PRINTER
AUDIO VISUAL TECHNICIAN
PLATE MAKER
SIGN DESIGNER
PUBLISHER
ANIMATOR
REPORTER
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ILLUSTRATOR
JOURNALIST WRITER
COMMERCIAL ARTIST
PRODUCTION ARTIST
GRAPHIC ARTS PROCESSOR
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GRAPHIC ARTS PHOTOGRAPHER
ELECTRO-MECHANICIAL TECHNICIAN
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DRAFTSMAN
EDITOR
TELEVISION TECHNICIAN
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TELEPHONE TECHNICIAN
TELEGRAPH TECHNICIAN
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SYSTEMS TECHNICIAN

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SOCIAL WORKER
CLINICAL PSYCHOLOGIST
CLERGYMAN
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CORRESPONDENT
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AUTHOR
POLITICIAN
HISTORIAN
TEACHER
COUNSELOR
ETHNOLOGIST
ARCHAEOLOGIST
PALEONTOLOGIST
ANTHROPOLOGIST
EDUCATION PSYCHOLOGIST
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CARTOGRAPHER
INDUSTRIAL PSYCHOLOGIST
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STATISTICIAN
LABOR CONCILATOR
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RADIO AND TV CORRESPONDENT
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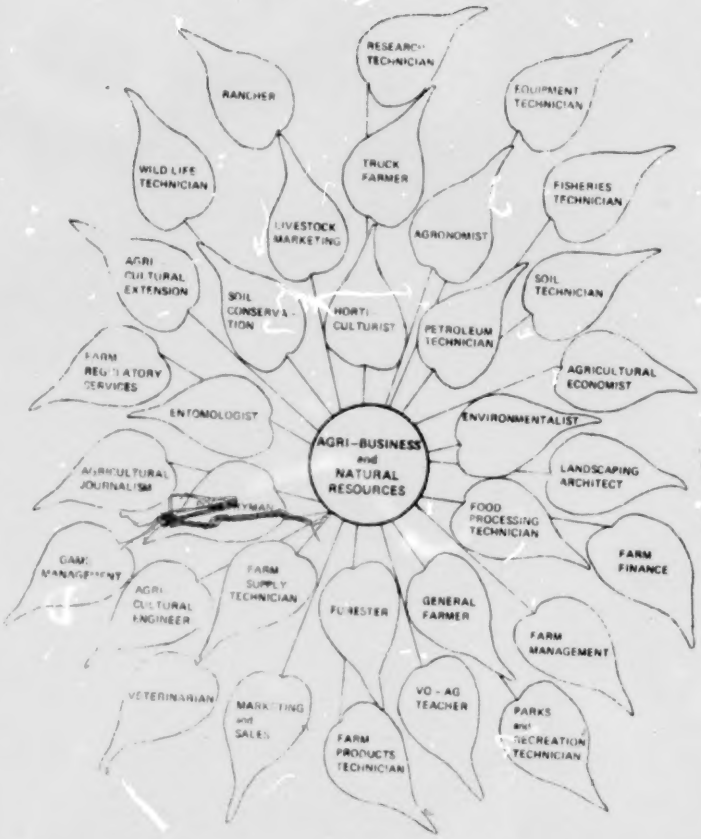
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TRUCK FARMER
FISHERIES TECHNICIAN
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SOIL TECHNICIAN
SOIL CONSERVATION
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PETROLEUM TECHNICIAN
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ENTOMOLOGIST
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AGRICULTURAL JOURNALISM
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AGRICULTURAL ENGINEER
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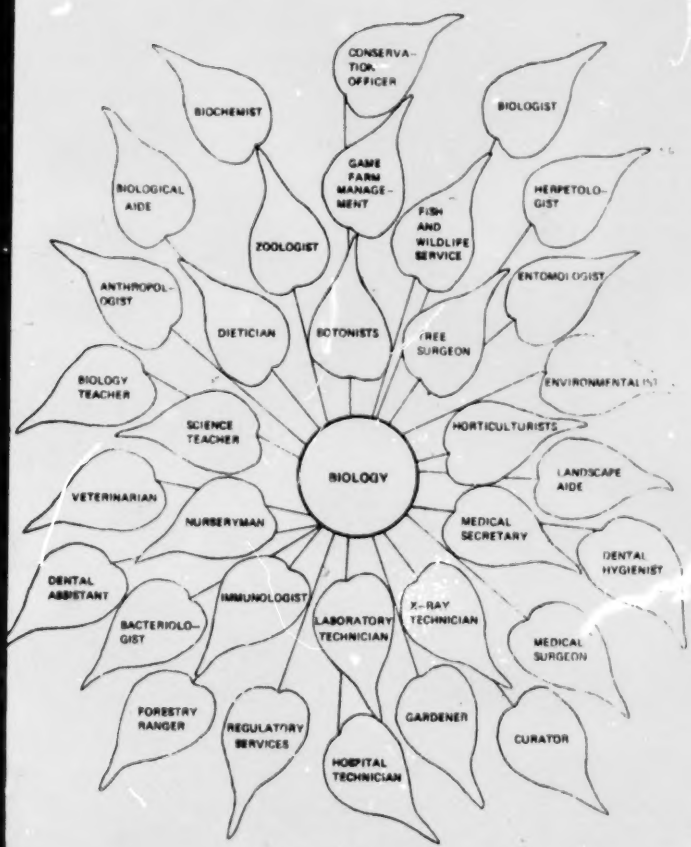
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BIOLOGICAL AIDE
GAME FARM MANAGEMENT
HERPETOLOGIST
FISH AND WILDLIFE SERVICE
ZOOLOGIST
ENTOMOLOGIST
ANTHROPOLOGIST
DIETICIAN
BOTONISTS
TREE SURGEON
BIOLOGY TEACHER
ENVIRONMENTALIST
SCIENCE TEACHER
HORTICULTURISTS
LANDSCAPE AIDE
VETERINARIAN
NURSERYMAN
MEDICAL SECRETARY
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DENTAL ASSISTANT
IMMUNOLOGIST
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REGULATORY SERVICES
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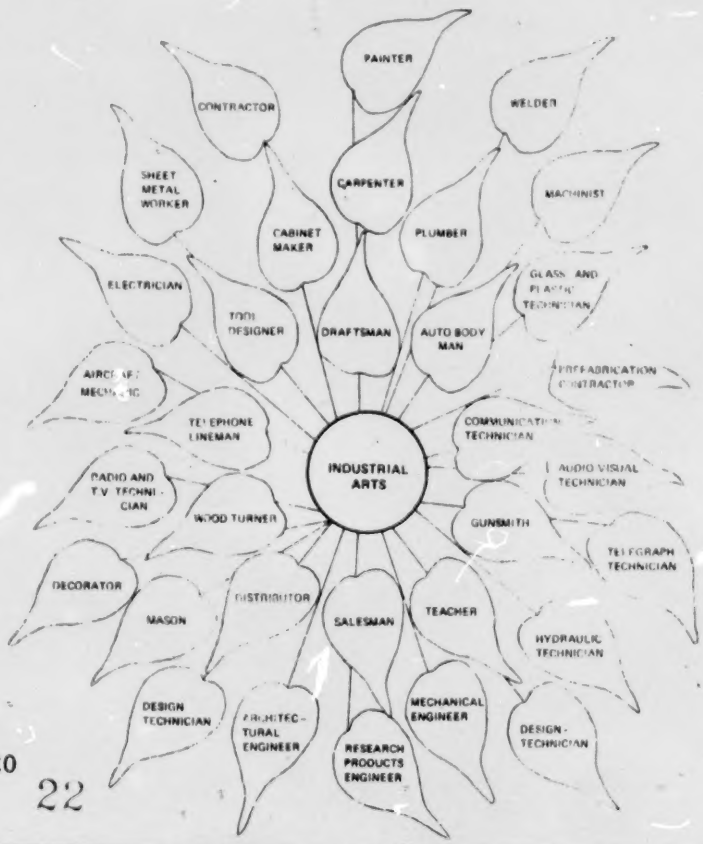
CURATOR
HOSPITAL TECHNICIAN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GLASS AND PLASTIC TECHNICIAN
TOOL DESIGNER
DRAFTSMAN
AUTO BODY MAN
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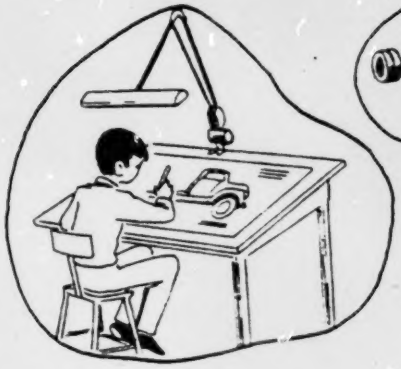
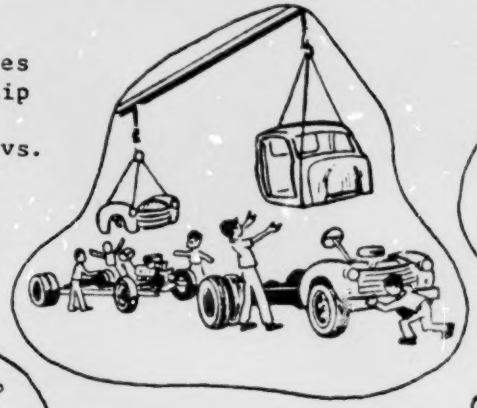
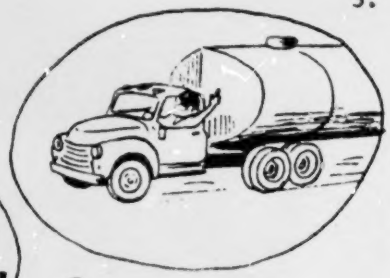
AUDIO VISUAL TECHNICIAN
WOOD TURNER
GUNSMITH
TELEGRAPH TECHNICIAN
DECORATOR
DISTRIBUTOR
MASON
SALESMAN
TEACHER
HYDRAULIC TECHNICIAN
DESIGN TECHNICIAN
ARCHITECTURAL ENGINEER
MECHANICAL ENGINEER
DESIGN TECHNICIAN
RESEARCH PRODUCTS ENGINEER

CAREER CLUSTERING CONCEPT

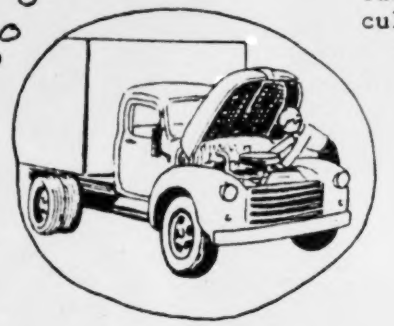
1. Offers a range of examples with a common relationship but <u>not</u> educational requirements (not college vs. vocational).







3. Clustering is non-discriminating because students explore many careers that involve all levels of education, ability, interest, and opportunity. They relate to who they are by being exposed to the range of careers around some common element. (i.e. construction, health, cars, food, clothes, agriculture, etc.)



2. There are two general categories.

   a. Organizational -- to allow for organized exploration, orientation or curriculum building, etc.

   b. Personal -- primarily a non-discriminating teaching technique that allows a range (cluster) of examples to be explored around anything of interest to the student.

4. Career clustering is a humanizing element for the content to be represented fairly and to allow it to relate to humans as only humans have careers.